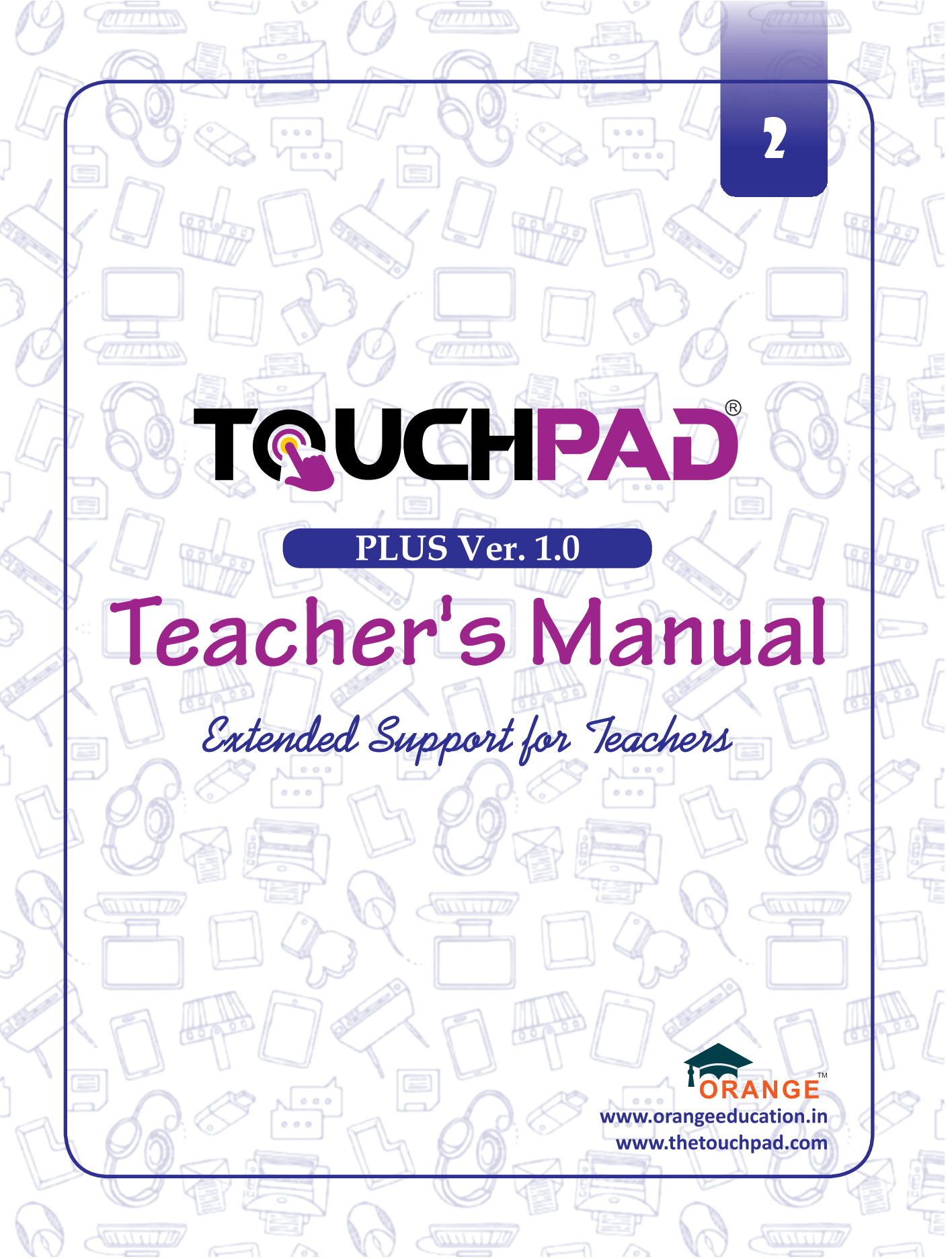




**TOUCHPAD<sup>®</sup>**

PLUS Ver. 1.0

# Teacher's Manual

*Extended Support for Teachers*



[www.orangeeducation.in](http://www.orangeeducation.in)  
[www.thetouchpad.com](http://www.thetouchpad.com)

# Teacher's Time Table

| Periods<br>Days | 0 | I | II | III | IV | V | VI | VII | VIII |
|-----------------|---|---|----|-----|----|---|----|-----|------|
| Monday          |   |   |    |     |    |   |    |     |      |
| Tuesday         |   |   |    |     |    | B |    |     |      |
| Wednesday       |   |   |    |     |    | R |    |     |      |
| Thursday        |   |   |    |     |    | E |    |     |      |
| Friday          |   |   |    |     |    | A |    |     |      |
| Saturday        |   |   |    |     |    | K |    |     |      |



# DEVELOPMENT MILESTONES IN A CHILD

Development milestones are a set of functional skills or age-specific tasks that most children can do at a certain age. These milestones help the teacher to identify and understand how children differ in different age groups.

| Age 5 - 8 Years         |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical</b>         | <ul style="list-style-type: none"><li>• First permanent tooth erupts</li><li>• Shows mature throwing and catching patterns</li><li>• Writing is now smaller and more readable</li><li>• Drawings are now more detailed, organised and have a sense of depth</li></ul>                                                                                                                                                                              |
| <b>Cognitive</b>        | <ul style="list-style-type: none"><li>• Attention continues to improve, becomes more selective and adaptable</li><li>• Recall, scripted memory, and auto-biographical memory improves</li><li>• Counts on and counts down, engaging in simple addition and subtraction</li><li>• Thoughts are now more logical</li></ul>                                                                                                                           |
| <b>Language</b>         | <ul style="list-style-type: none"><li>• Vocabulary reaches about 10,000 words</li><li>• Vocabulary increases rapidly throughout middle childhood</li></ul>                                                                                                                                                                                                                                                                                         |
| <b>Emotional/Social</b> | <ul style="list-style-type: none"><li>• Ability to predict and interpret emotional reactions of others enhances</li><li>• Relies more on language to express empathy</li><li>• Self-conscious emotions of pride and guilt are governed by personal responsibility</li><li>• Attends to facial and situational cues in interpreting another's feelings</li><li>• Peer interaction is now more prosocial, and physical aggression declines</li></ul> |

"If you cannot do great things, do small things in a great way."

| Age 9 - 11 Years        |                                                                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical</b>         | <ul style="list-style-type: none"> <li>• Motor skills develop resulting enhanced reflexes</li> </ul>                                                                    |
| <b>Cognitive</b>        | <ul style="list-style-type: none"> <li>• Applies several memory strategies at once</li> <li>• Cognitive self-regulation is now improved</li> </ul>                      |
| <b>Language</b>         | <ul style="list-style-type: none"> <li>• Ability to use complex grammatical constructions enhances</li> <li>• Conversational strategies are now more refined</li> </ul> |
| <b>Emotional/Social</b> | <ul style="list-style-type: none"> <li>• Self-esteem tends to rise</li> <li>• Peer groups emerge</li> </ul>                                                             |

| Age 11 - 20 Years       |                                                                                                                                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical</b>         | <ul style="list-style-type: none"> <li>• If a girl, reaches peak of growth spurt</li> <li>• If a girl, motor performance gradually increases and then levels off</li> <li>• If a boy, reaches peak and then completes growth spurt</li> <li>• If a boy, motor performance increases dramatically</li> </ul> |
| <b>Cognitive</b>        | <ul style="list-style-type: none"> <li>• Is now more self-conscious and self-focused</li> <li>• Becomes a better everyday planner and decision maker</li> </ul>                                                                                                                                             |
| <b>Emotional/Social</b> | <ul style="list-style-type: none"> <li>• May show increased gender stereotyping of attitudes and behaviour</li> <li>• May have a conventional moral orientation</li> </ul>                                                                                                                                  |

Managing the children's learning needs according to their developmental milestones is the key to a successful teaching-learning transaction in the classroom.



"Family is the most important thing in the world."



# TEACHING PEDAGOGIES

Pedagogy is often described as the approach to teaching. It is the study of teaching methods including the aims of education and the ways in which such goals can be achieved.

## Lesson Plans

A lesson plan is the instructor's road map which specifies what students need to learn and how it can be done effectively during the class time. A lesson plan helps teachers in the classroom by providing a detailed outline to follow in each class.

A lesson plan addresses and integrates three key components:

- Learning objectives
- Learning activities
- Assessment to check the student's understanding

A lesson plan provides an outline of the teaching goals:

### Before the class:

1. Identify the learning objectives.
2. Plan the lesson in an engaging and meaningful manner.
3. Plan to assess student's understanding.
4. Plan for a lesson closure.



### During the class:

Present the lesson plan.



### After the class:

Reflect on what worked well and why. If needed, revise the lesson plan.

"Knowing yourself is the beginning of all wisdom."

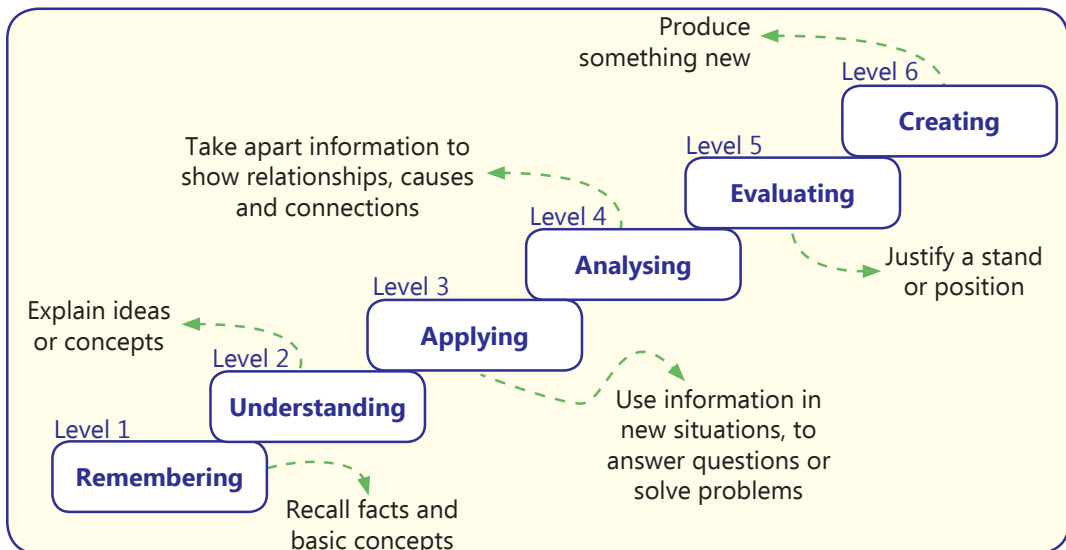
## Teaching Strategies

Numerous strategies have evolved over the years to facilitate the teaching-learning process in the classrooms.



## Bloom's Taxonomy

Bloom's Taxonomy was created by **Dr Benjamin Bloom** and several of his colleagues, to promote higher forms of thinking in education instead of rote learning. There are three domains of learning: cognitive (mental), affective (emotional), and psychomotor (physical). However, when we refer to Bloom's Taxonomy we speak of the cognitive domain. Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved. As a teacher, one should attempt to move students up the taxonomy as they progress in their knowledge.



Teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on.

"If you have no confidence in self, you are twice defeated in the race of life."

# LESSON PLAN

Touchpad PLUS Ver 1.0

Class-2

## 1. Know Your Computer

### Teaching Objectives

Students will learn about

- ☞ Features of a computer
- ☞ Types of computers
- ☞ Uses of a computer

### Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that a computer is an electronic machine which helps us to solve many problems.

Tell them that the word 'computer' has been derived from the word 'compute' which means 'to calculate'.

Share with the students the features of a computer covering:

- **Accuracy** – does not make mistake
- **Storage** – stores information and does not forget it
- **Work Process** – does not get tired and work for long hours
- **Speed** – works at a very high speed

Make the students understand that there are certain things which man can do better than computers covering:

- **Feelings** – computer does not have feelings and does not understand emotions
- **Instruction** – computer cannot work without our instructions
- **Decision** – computer cannot take its own decisions

Explain to the students about the different types of computers covering:

- **Desktop computer** – kept on desk or table
- **Laptop computer** – can be kept on lap also and is portable
- **Tablet computer** – smaller than a laptop and has a touchscreen
- **Smartphone** – mobile phone which has computer facilities

Tell the students that all these types of computers are called Personal Computers or PCs.

Share with the students the various uses of a computer covering drawing, painting, doing homework, doing sums, watching movies, listening to music, playing games, writing letters and stories, etc.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.



### Extension

Ask the students some oral questions based on this chapter.

- Q. What is a computer?
- Q. How has the word 'computer' been derived?
- Q. State any two features of a computer.
- Q. Name two things which man can do better than computers.
- Q. Name any two types of computers.
- Q. Which is the largest type of computer?
- Q. Which is the smallest type of computer?
- Q. Can we keep all computers in our pocket?
- Q. Name two computers which we can keep in our pocket.
- Q. Name the computer which we keep on a desk or a table.

### Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 12 and 13 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 13 and 14 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 14 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

### Suggested Activity

Show the pictures of different types of computers to the students and ask the name of each type of computer.

## 2. Applications of a Computer

### Teaching Objectives

Students will learn about

☞ Different places where computers are used:

- At Home
- In Office
- At Railway Stations and Airports
- In Hospitals
- In Designing
- In Space Research and Science Lab
- In Police Station
- In Shops and Restaurants
- In Schools
- In Banks
- In Publishing





## Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that some machines like washing machine, air conditioner, television and ATM work smartly because these machines have a computer in them.

Share with the students the names of the places where computers are used and the reason the computers are used there covering:

- **At home** – to play games, watch movies, listen to music, send e-mails, search information, etc.
- **In shops and restaurants** – to make bills, keep a record of items bought and sold, etc.
- **In offices** – to type and print documents
- **In schools** – to make time tables and report cards, teach students, keep fee records, keep record of library books, etc.
- **At railway stations and airports** – to reserve and cancel tickets, maintain train and flight timings, etc.
- **In hospitals** – to maintain records of patients, detect diseases, prepare medical reports, perform operations, etc.
- **In banks** – to maintain customer details, withdraw money (using ATMs), etc.
- **In designing** – to design clothes, buildings, cars, aeroplanes, other machines, etc.
- **In publishing** – to design and print newspapers, books, magazines, etc.
- **In space research and science labs** – to launch and control movement of ‘a satellite’ or ‘satellites’ in space, forecasting weather, etc.
- **In police station** – to track the record of criminals, draw their sketches, maintain record of complaints, etc.

Ensure that the scope of Teacher’s Corner given at the end of the chapter has been covered.

## Extension

Ask the students some oral questions based on this chapter.

- Q. Name some smart machines.
- Q. Why are some machines smart?
- Q. State any two uses of computers at home / railway station / airport.
- Q. State any two uses of computers in a school / bank / shop / office / hospital.

## Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 19 and 20 of the main course book as One Touch Learn and Let’s Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 20 and 21 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 21 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

## Suggested Activity

Ask the students to discuss with their parents and elders to learn more about the machines used by them which have a computer inside. Encourage the students to share the names of such machines with the class.

# 3. Working of a Computer

## Teaching Objectives

Students will learn about

- ☞ Working of machines
- ☞ Input
- ☞ Process
- ☞ Output

## Teaching Plan

**Number of periods: 3**

While teaching this chapter, tell the students that a computer works according to the commands or instructions given by us.

Tell the students about the working of some machines like:

‘Juicer’ will come first then ‘washing machine’

Share with the students that in both these cases, the first step is input, the second step is process and the third step is output.

Tell the students that similarly computer takes instructions (2, 3, +), adds them (2+3) and gives the result (5).

Share with the students that this cycle of working of machines is called Input-Process-Output cycle or IPO cycle.

Introduce the term Input as giving instructions to the computer.

Tell the students that keyboard and mouse are used as input devices in a computer.

Introduce the term Process as action performed by computer on the instructions given by us.

Tell the students that Central Processing Unit (CPU) is processing device of a computer and is called Brain of the computer.

Introduce the term Output as result given by the computer after processing.

Tell the students that monitor and printer are used as output devices in a computer.

Ensure that the scope of Teacher’s Corner given at the end of the chapter has been covered.

## Extension

Ask the students some oral questions based on this chapter.

- Q. What does IPO stand for?
- Q. What is Input-Process-Output cycle?
- Q. Define Input / Process/ Output.
- Q. Name two input / output devices.
- Q. Which part of the computer is called Brain of the computer?
- Q. Why is CPU called brain of the computer?



## Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 25 and 26 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 26 and 27 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 27 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

## Suggested Activity

Show some more machines with input and output to the students and ask the students to arrange these in correct order of the IPO cycle.

# 4. Computer Devices

## Teaching Objectives

Students will learn about

- ☞ Input devices
- ☞ Output devices
- ☞ Storage devices

## Teaching Plan

Number of periods: 3

While teaching this chapter, tell the students that a computer is made up of many devices which are categorized as input devices, output devices and storage devices.

Introduce input devices as the parts that are used to give commands or instructions to the computer or tell the computer what to do.

Share with them pictures / models of some input devices like:

- **Keyboard** – used for typing text and numbers through keys
- **Mouse** – used for drawing pictures and selecting objects through click
- **Scanner** – used to send document or images from paper to computer
- **Microphone** – used to record voice, music and sounds.

Introduce output devices as the parts that are used to show result or output after processing.

Share with them pictures / models of some output devices like:

- Monitor or Visual Display Unit (VDU) – used to show the data that is input and its result after computer process through its front portion, screen.
- Printer –used to print the work done by computer on paper
  - ◆ Tell the students about the types of printers as Inkjet printers and Laser printers
- **Speakers** – used to listening to music, sound and voice on a computer
- **Headphones** – work as small speaker and used to hear sound without disturbing others

- **Headset** – used as a combination of microphone and headphones
  - ◆ Introduce storage devices as the parts that are used to store our work in the computer.
  - ◆ Share with them pictures / models of some storage devices like:
- **Hard Disk** – rectangular in shape and fixed inside the CPU box
- **Compact Disc (CD)** – circular in shape and portable storage device
- **Digital Versatile Disc (DVD)** – circular in shape but with more storage capacity than CD
- **Pen Drive or USB Flash Drive** – having more storage capacity than DVD but less than Hard Disk

Show to the students CD/DVD Drive and USB ports used to read the files stored in CD/DVD and Pen Drive respectively.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

### Extension

Ask the students some oral questions based on this chapter.

- Q. What are the parts of a computer?
- Q. What are input / output / storage devices?
- Q. Give two examples of input / output / storage devices.
- Q. What is a USB port used for?
- Q. What is the name given to the combination of microphone and headphones?
- Q. Expand CD / DVD.
- Q. Which has more storage capacity: CD or DVD?
- Q. Arrange in increasing order of storage capacity:  
CD      DVD      Pen Drive      Hard Disk

### Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 32, 33 and 34 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 34 and 35 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 35 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

### Suggested Activity

Ask the students to collect information about a modern storage device – Blue Ray Disc which looks like a CD/DVD but has much more storage capacity than the two.

## 5. The Keyboard and The Mouse

### Teaching Objectives

Students will learn about

 Keyboard

 Mouse



## Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that keyboard and mouse are used to perform various functions.

Show to the students a keyboard and demonstrate:

- A keyboard has 104 keys
- **Shift key** – used with other keys for different purposes like with alphabet keys to type in capital letters with caps Lock turned off and with number keys and symbol keys to type the symbols in the upper row of that key.
- **Symbol keys** – used to type special signs like @, \$, %, \*, etc. and punctuation marks like ?, !, :, " , etc.
- **Function keys** – 12 in number from F1 to F12 and used to perform a different function like F1 for Help, etc.
- **Caps Lock key** – used to type in capital letters
- **Tab key** – used to move cursor several spaces forward at once
- **Escape or Esc key** – used to cancel a task

Show to the students a mouse and demonstrate:

- A mouse has buttons to click and wheel to scroll
- Displays an arrow called pointer on the screen
- **Click or Single-click** – used to select an item
- **Double-click** – used to open the selected item
- **Right-click** – used to display list of properties of the selected item
- **Drag** – used to move an item from one location to another

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

## Extension

Ask the students some oral questions based on this chapter.

- Q. Name the two commonly used input devices.
- Q. How many keys are there on a standard keyboard?
- Q. State one use of Shift key.
- Q. What is Escape / Tab / Caps Lock key used for?
- Q. How many Shift / Function keys are there on a keyboard?
- Q. What is the use of Function / Symbol keys?
- Q. What is a mouse?
- Q. What is pointer?
- Q. What is single-click / double-click / right-click / drag used for?

## Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 44, 45 and 46 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Page 47 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Pages 47 and 48 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

### Suggested Activity

Ask the students to draw a keyboard on an A4 sheet of paper and label these keys:

- Shift keys
- Enter key
- Escape key
- Tab key
- Symbol keys
- Function keys
- Keys to spell the name of the student

## 6. Operating a Computer

### Teaching Objectives

Students will learn about

- 🔍 How to start a computer
- 🔍 How to shut down a computer

### Teaching Plan

**Number of periods: 2**

While teaching this chapter, tell the students that we need to follow proper steps to switch on and shut down a computer.

Share with the students the steps to switch on a computer as:

- (i) Switch on main power supply button
- (ii) Switch on UPS (inverter of the computer) button
- (iii) Switch on power supply button of CPU
- (iv) Switch on monitor

Explain to the students that:

- The first screen that appears on the monitor is called desktop.
- Small pictures on the desktop are icons.
- Long bar at the bottom of the desktop is called Taskbar.
- Start button is on the left corner of the taskbar and used to open different programs.
- Start menu has Shut Down button which is used to shut down the computer.
- Clock is on the right corner of the taskbar.
- Rectangular box that opens when we start a program is called Window.
- Control buttons on every window include Maximize and Minimize buttons to resize the window and Close button to close the window.

Share with the students the steps to shut down a computer as:

- (i) Click on Start button.



- (ii) Click on Shut Down button and wait.
- (iii) Switch off monitor button.
- (iv) Switch off UPS button.
- (v) Switch off main power supply button.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

### Extension

Ask the students some oral questions based on this chapter.

- Q. What is the first step to switch on a computer?
- Q. What is the first step to shut down a computer?
- Q. What is the last step to shut down a computer?
- Q. What are icons?
- Q. Where is taskbar located?
- Q. Where is Start button / Clock located on the taskbar?
- Q. Which part is called inverter of the UPS?
- Q. Do we need to switch off the CPU button while shutting down a computer?
- Q. Which menu is used to shut down a computer?

### Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 54 and 55 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Page 56 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 57 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

### Suggested Activity

Ask the students to draw images showing the steps to switch on a computer and to shut down a computer in their computer notebook.

## 7. More on Paint

### Teaching Objectives

Students will learn about

- ☞ Rounded Rectangle shape
- ☞ Curve shape
- ☞ Polygon shape
- ☞ Selecting a part of an image
- ☞ Text tool

## Teaching Plan

**Number of periods: 3**

While teaching this chapter, make the students recall that Paint can be used to draw and paint on computer.

Tell the students that Rounded Rectangle shape is used to draw rectangles and squares with rounded corners.

Demonstrate to the students the steps involved in use of Rounded Rectangle shape.

Share with the students that Curve shape is used to draw curved lines.

Show to the students the steps involved in use of Curve shape.

Explain to the students that Polygon shape is used to draw a polygon or a closed figure.

Demonstrate to the students the steps involved in use of Polygon shape.

Tell the students that Select command is used to select a drawing or part of a drawing.

Show to the students how a drawing or part of a drawing can be selected.

Demonstrate to the students the steps involved in moving the selected part of an image from one place to another using click and drag feature of the mouse.

Tell the students that the Text tool is used to write some text in the drawing area.

Demonstrate to the students the use of Text tool in Paint.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

## Extension

Ask the students some oral questions based on this chapter.

- Q. What is Paint?
- Q. What is the use of Rounded Rectangle shape?
- Q. What is Curve Shape used for?
- Q. When is Polygon shape used?
- Q. What is the Select command used for?
- Q. What do you mean by moving the selected area?
- Q. When do we use Text tool in Paint?

## Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 64 and 65 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Page 65 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 66 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

## Suggested Activity

Ask the students to draw a picture of a school with its name written on a board at the top of the school building.





## 8. Fun with Tux Paint

### Teaching Objectives

Students will learn about

- ☞ New tool
- ☞ Open tool
- ☞ Stamp tool
- ☞ Text tool
- ☞ Magic tool

### Teaching

**Number of periods: 4**

While teaching this chapter, tell the students that Tux Paint has a lot of tools, animations and effects to enhance your creativity in drawing.

Tell the students that the Tux mascot, that is, a penguin guides you while working in Tux Paint.

Make the students recall the components of the Tux Paint window covering Toolbar, Colors Palette, Help Area, Selector, Up and Down Arrows and Drawing Area or Canvas.

Introduce New tool as the tool used to open a new page for drawing.

Demonstrate to the students the steps involved in use of New tool.

Make the students understand that Open tool is used to open an existing drawing in Tux Paint.

Show to the students the method to use Open tool.

Introduce Stamp tool as the tool used to insert different stamps or images from the Selector.

Explain the steps involved in the use of Stamp tool to the students.

Tell the students that just like in Paint, Text tool is used in tux Paint to type some text in the drawing area or canvas.

Demonstrate to the students the steps involved in using Text tool in Tux Paint.

Tell the students that Magic tool in Tux Paint is used to add special effects to a drawing.

Show to the students some of the Magic tool effects which can be added to a drawing.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

### Extension

Ask the students some oral questions based on this chapter.

- Q. What is the use of Text / Magic / Stamp / New / Open tool?
- Q. When is New tool used?
- Q. Can Open tool be used to open a drawing which was not saved earlier?
- Q. What is the use of Selector in Tux Paint?

### Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 72 and 73 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises,

tell the students to solve Crack the Code activity given on Page 73 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Fun in Lab given on Page 74 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

### **Suggested Activity**

Ask the students to draw a jungle scene in Tux Paint.

